

Indigenous Peoples of the Northeast

Unit Throughlines	Learning Progression
<p>How have Indigenous peoples lived in the Northeast, past and present?</p> <p>EU 1. There are many different kinds of maps that can share information about the land. It is important to consider who made a map and why when thinking about the information it shares.</p> <p>EU 2. Indigenous peoples of the Northeast who have lived in a given area for long periods of time have developed ways of living that work best for them. This includes their housing, their food, and their relationship with the land.</p> <p>EU 3. Indigenous culture and traditions are passed through generations and are important to maintain and protect.</p> <hr/> <p>Key Practice Standards</p> <p>PS 2. Generate questions relevant to multiple aspects of a topic.</p> <p>PS 4. Identify the purpose of a primary source using information about the source type and maker.</p>	<p>Skill-Building Cluster: Maps of the Northeast 5 Lessons</p> <p>How can maps help us learn about where we live?</p> <ul style="list-style-type: none"> L 1. Use background knowledge and observations to make connections and generate questions about maps and the information they can share about people and places. L 2. Create a political map of the New England states, and apply understanding of new vocabulary (<i>legend</i> and <i>title</i>). L 3. Create a physical map of the Northeast. L 4. Synthesize new learnings about maps by using resources from the cluster. L 5. Identify and explain what maps can tell people about where they live. <p>Indigenous Peoples and the Land 6 Lessons</p> <p>How do Indigenous peoples of the Northeast describe their relationship with the land?</p> <ul style="list-style-type: none"> L 6. Make connections and generate questions about Indigenous peoples of the Northeast. L 7. Make connections and generate questions about Indigenous peoples of the Northeast's connection to the land. L 8. Identify ways Indigenous peoples of the Northeast express gratitude and describe their relationship with the land. L 9. Identify key information about wetus and what they can tell us about the Wampanoag's relationship with the land. L 10. Synthesize new learning about how Indigenous peoples of the Northeast describe their relationship with the land. L 11. Explain two ways Indigenous peoples of the Northeast describe their relationship with the land using specific examples from the cluster. <p>Indigenous Culture 7 Lessons</p> <p>How do Indigenous peoples of the Northeast keep their cultures alive today?</p>

PS 6. In response to an inquiry question, respond with a claim based on evidence.

Key Literacy Standards

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language pertaining to time, sequence, or cause/effect.

RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

W.3.1. Write opinion pieces on topics or texts, supporting an opinion with reasons.

W.3.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.

W.3.8. Recall information from experiences or gather information from

- L 12. Make connections and generate questions about the cultures of Indigenous peoples of the Northeast.
- L 13. Identify key information about wampum and how the Mashpee Wampanoag used them, past and present.
- L 14. Identify why Indigenous peoples of the Northeast make and use mishoons and how this connects to tradition.
- L 15. Identify key information about the Wampanoag language and how tribe members are keeping the tradition alive today.
- L 16. Synthesize new learning about how Indigenous peoples of the Northeast keep their cultures alive today.
- L 17. Explain how Indigenous peoples of the Northeast keep their cultures alive today, using previous learning.
- L 18. Use the Know and Wonder Chart and Inquiry Charts to identify important takeaway learnings from each cluster of the unit about the Indigenous peoples of the Northeast.

Summative Assessment | 2 Days

For Unit 1's Summative Assessment, students create a short slide presentation that makes claims about why it is important to learn about how Indigenous peoples have lived in the Northeast, past and present.

On Day 1, students work in pairs or small groups to identify one source and one handout from the unit, the source's purpose, and how the source and handout can help them make a claim.

On Day 2, students use their work from Day 1 to create an informative mini slide deck. They then add any additional questions that they have to the deck as a way to support ongoing learning and inquiry. The lesson closes with time for students to share their work with one another.

print or digital sources; take brief notes on sources and sort evidence into provided categories.